

# Mental Ability—1923.

## School Attendance and Retardation

**A** POLOGISTS for the backwardness of Negro-colored schools was 115.4 days; but for promoted children in standard schools, particularly in pupils it was 138 days and for non-promoted pupils the North have long insisted on the strength it was 78 days. This difference is considered enough largely of their conviction and scattered observation to account for non-promotion. The teachers themselves—that the responsibility lay in the inadequacies of themselves assign non-attendance as responsible for 63 southern schools from which many of them 21 per cent of all failures and it is apparent that non-attendance and in irregular attendance rather than in native attendance is responsible for an additional 32 per cent incapacity. The State of Delaware, aided by the

generosity of Mr. Pierre S. duPont, a member of Pupils attending 100 days have an even chance its Board of Education, has provided perhaps the of promotion and non-promotion. Two-thirds of all first exhaustive study of the question and the most colored pupils have less than an 80 per cent attendance and less than an 80 per cent promotion, and extensive study of school attendance yet reported and less than an 80 per cent promotion, and upon. Its findings are arresting, some of them more than half of all pupils have less than a 70 per cent being strikingly at variance with accepted notions. cent attendance and less than a 75 per cent promotion.

The survey was made during the time of the 14th census. In the first place, it located 246 more As to the causes of non-attendance the report Negro children. The state ranks fifth of 48 states finds that distance is a serious item. Colored children in the percentage of pupils of school age enrolled, dren 8-10 years of age, living within one-half mile that of Negro pupils being 94. But of the total of a school, attend 147.1 days; children 6 years of Negroes enrolled, 36.7 per cent are short term pupils age display irregularity as well as those of the ages and 63 per cent of these enroll for five months or 14-18. Four miles is a prohibitive distance, and less. This is one of the weaknesses of the colored over a mile and a half makes attendance very irregular. Short term schools for colored children

The average attendance record for the colored foster irregularity by disorganizing discipline. Chief children is extremely low. Only three schools have among the causes of absence are agricultural work, an average of more than 150 days and only nine other work, illness, parental indifference, and the schools have an average of 140 days. The compulsory school law requires that parents send their weather. children to school at least 180 days, but the law does not include six year old pupils, thus fostering The most striking feature of the study is the revelation that *when attendance is the same, the progress of colored children is not materially different from that of the white.* Although there is an even age distribution between the years 7-13, a distribution of the colored pupils by grades shows 34 per cent of the total enrollment in Grade I, and one-half of all the pupils in Grades I and II. Further by the time these pupils reach the age of 12 years nearly all have fallen behind the grade normal for their age, and over half of them are more than two years behind. Seventy-one per cent of the boys and 64 per cent of the girls now are over age.

The conclusion of the study is that in Delaware and influence is saying that they are now in a position to measure the naked mental endowment of human beings—all that one can hope to learn, and new school of psychologists of considerable standing in the United States the score is materially different. over age is basically due to lost progress in school. Analysis of promotion percentages indicate that these human beings—all that one can hope to learn, and new school of psychologists of considerable standing in the United States the score is materially different. pupils begin to fail in large numbers during their point to the supreme achievement in this field, the Army Intelligence Tests, as revealing the mental status of various strata of the American population. If they are right, schooling can make no difference. But are they?

first year; that large percentages of those left behind fail a second and a third time; that in 1920-21 in Grade I, 50 per cent of the 6 year old pupils, If they are right, schooling can make no difference. But are they? 40 per cent of the 7 year old pupils and 33 per cent of the 8 year old pupils failed of promotion. A relatively few failures each year can produce a large amount in the total enrollment. The tendency is for children once behind to continue to fall behind, and more serious still, to fall behind faster as the years advance, thus making the problem of non-promotion a most serious one.

The significant feature of the report is the finding that the chief factor in promotion is attendance. The average number of days attended per pupil in

born white draft 6.9 with a score of 58.9; of the foreign born white draft 4.7 with a score of 46.7; of the northern Negro draft 4.9 with a score of 738.6; and of the southern Negro draft 2.6 with a score of 12.4. *December 1923*

The difference in median scores between officers with eight years schooling or less and men with eight years schooling or more is about 10 points; the difference between all officers with an average schooling of nearly fifteen years, and all men with an average schooling of nearly seven years is over 79 points.

It is also pointed out in this article that in the important books on this subject, notably Dr. Carl C. Brigham's as well as the Army Report, the very significant sectional differences are omitted. These range for the white draft only from 79.1 in the Pacific States and 67.4 in the New England States to 44.3 in the South Atlantic States and 44.1 in the East South Central States. These are compared with Ayers' index for measuring the efficiency of State school systems, and a very close correspondence follows between high scores and good school systems. The Mid-Atlantic States have an average intelligence score of 59.4 and an Ayers' index rating of 41.27 while the South Atlantic States with an average intelligence score of 44.3 have an Ayers' index of 20.56. Practically the same correspondence follows the comparison of per capita income: \$783 for Mid-Atlantic States and \$364 for East South Central States.

The percentage of the so-called "inferior" foreign stock cannot be seriously urged as responsible for the poor showing of the Southern States. North Carolina, for example, with 99 per cent native born white stock of native parentage has a median alpha intelligence score of 43.2 while New York with 36 per cent native born stock scores 64.5; Massachusetts with 33.2 per cent native stock scores 71.6 while Georgia with 97.2 per cent native stock scores 42.2. Again, when the foreign born are taken according to the number of years they have been in the United States the score is materially different. Whereas those of less than five years residence averaged a score of 11.41, those of over twenty years residence averaged 13.82. This is significant when compared with the score of native born whites, which is 13.77.

In this same vein a most striking observation is made by Mr. Henry C. Link in the *Atlantic Monthly* for September: "We have," he says, "in our South Appalachian States over five million people of old American stock who can neither read nor write. The young men from this group, judged by their scores in Army tests, possess no more intelligence than the twelve year old children of foreign born parents in the schools of New England. Shall we infer from this that a large proportion of our native Americans are by nature inferior even to the 'inferior' races, or shall we attribute the difference to unequal economic and educational opportunities?"

The conclusion drawn by Mr. Lippman and Mr. Link is that where there are good schools, health and wealth, there also will be found greater ability as measured by the intelligence tests.

## Defending Education Against the New Psychologists

**I**S intelligence as the tests test it a measure of in-born capacity, a measure of what a man can learn, or of what he can and has learned? A new school of psychologists of considerable standing in the United States the score is materially different. and influence is saying that they are now in a position to measure the naked mental endowment of human beings—all that one can hope to learn, and new school of psychologists of considerable standing in the United States the score is materially different. point to the supreme achievement in this field, the Army Intelligence Tests, as revealing the mental status of various strata of the American population. If they are right, schooling can make no difference. But are they?

*Opportunity* Mr. Walter Lippman in the *Century Magazine* presents some interesting figures and arguments which seem most convincingly to dispute this claim. Questioning Professor Wiggam's assertion that schooling makes no difference, he points out that although schools are not the whole of education and the number of years spent at school no absolute measure of the quality of education, it is a rough measure of the amount of formal education. The median years schooling of army officers was 14.7 with a median intelligence score of 139.2; of the native



## American Intelligence

A STUDY OF AMERICAN INTELLIGENCE. By Carl C. Brigham. The Princeton University Press.

OUR present day attitude toward immigrants has changed almost completely. Until the war came we rhapsodized about his virtues. Disillusionment followed when we found that our Babel was a handicap. The studies of population incidental to the draft showed that our level of general intelligence was not as high as we supposed.

Indignant philanthropologists have attacked the whole system of intelligence tests. There is a danger to democracy in classifying men by their aptitudes. It makes for a system of caste. However, it is even more dangerous to place men in positions for which they are unfit. Anarchy is worse than the absence of government. Carl Brigham first explains the intelligence tests and shows that pragmatically they accomplish their purpose.

The most significant feature of the book is the analysis of results. It was found that officers stood higher than the average whites. The whites were noticeably superior to the negro. The foreign born were intermediate between the negro and the white. The average of the foreign born was lowered by recent immigrants. If, as Mr. Brigham contends, the test does not penalize the illiterate, and is a fair representative of the races involved, it is a mistake for this country to admit any other racial strain than the Nordic. The author believes that the evidence supports the theories advanced by Madison Grant in his book, "The Passing of the Great Race." To safeguard our heritage we must bar certain aliens.

Mental tests show that the light-skinned negro workmen as a class are more intelligent than their darker brothers. Allen 2-28, 4/5/23.

## Science Notes

### Intelligence Tests Inadequate for Foreigners and Negroes.

By Science Service.

The psychological intelligence test, familiar in its earlier forms to the veterans of the late war, and since popular with some college faculties, as a measure of the intelligence of students, will not work well when tried on foreign students, according to investigators at the Iowa State University, whose report will be published in the forthcoming number of the Journal of Industrial and Engineering Chemistry. The investigators, Prof. Edward Barlow and Jacob Corney, tried the tests on a large class in chemistry. They will say:

"Intelligence tests do not seem to function well with most foreign or Negro students. While they are often superior students, they seldom make average ratings. This fact may be due to difficulties with the language or to lack of familiarity with habits of thought and living tacitly assumed in the materials used in the tests."

With this exception, intelligence test ratings gave, according to the authors, a good indication of the character as well as the intelligence of the students. Those with low ratings were generally of the mentally dull but physically aggressive type, while those with high scores or intelligence were somewhat less likely to be lacking in physical vigor. Of those showing low intelligence, the investigators will report:

"They are often industrious, aggressive and persistent to an extent where these qualities almost cease to be virtues. They are frequently of superior physique and pleasing personality, often becoming prominent in athletics or student affairs. These students are apt to be rather brazen in their demands on a teacher's time and attention. Any inability on their part to do good work is frequently attributed to the personal animosity of the teacher rather than to any limitations of their own. They learn slowly, but often thoroughly. They seem able to learn a subject only up to a certain point. If this point falls below the passing requirement and the course is repeated they profit little or nothing by the repetition."

"The characteristics of students making high ratings are not so clearly defined from our experience, but we can say that generally they are not conscious of their superiority. They are apt to be rather retiring, dreamy and lacking in aggressiveness, persistence and well-defined purpose."

The ancient Maya people of Yucatan evolved their own culture and did not import it from Eastern Asia, according to evidence furnished by a chemical analysis of jade ornaments found in Mexican and Central American ruins and described by Dr. Henry S. Washington of the Carnegie Institution.

The jade of these ornaments, found in a sacred well at the ancient Maya city of Chichen Itza in Yucatan, as well as those found in other sections, has been shown to be unlike the jade so extensively used in China and the Orient. The place of its occurrence in Mexico is unknown, but it seems evident that it was not brought across the Pacific, as had been formerly surmised.

# ARISTOCRACY AND DEMOCRACY SEEN THROUGH INTELLIGENCE TESTS

The New York Times

1-28-23

## Real Meaning of Fourteen-Year Level Missed Through Confusing Mental Power With Knowledge—Physical and Temperamental Factors That Must Be Considered in Measure of Individual

By ROBERT S. WOODWORTH,  
Professor of Psychology, Columbia University.

THE average adult has the mentality of a child of thirteen-and-a-fraction years, or, let us say, of fourteen years. Such is the result of the very extensive testing of adults in the American Army during the war. "I told you so," cry the intellectual aristocrats, "the average citizen is of meagre intelligence and must be ruled by the intellectually superior class." The democratic intellectual, who cannot stomach this conclusion, sees no escape from it except by attacking the intelligence tests as such. Neither the aristocrat nor the democrat has got the true gist of the matter, for neither has taken the pains to discover the real meaning of the 14-year level of adult intelligence.

First, a word in defense of the intelligence tests. No psychologist would claim them to be perfect or complete. Year by year they are being improved and amplified. Yet, as they stand to-day, they are no toy, but a serious measuring rod of proved reliability. In the development of an intelligence test the first step is some sort of analysis of intelligence, and the second consists in the devising of test problems requiring intelligence for their solution—"puzzles," as Walter Lippman chooses to call them in his attempt at a criticism. That is as far as Mr. Lippman gets in his study of the tests.

There is a third extremely important step in the preparation of tests, and that is the testing of the tests themselves. They must be tried out to see whether they actually do distinguish between people of lower and of higher intelligence. Psychologists accept certain tests as measures of intelligence for reasons of the following order:

1. As a child advances in age from 3 to 14, he also advances in his success with the Binet and other tests.
2. Children who advance rapidly in school test high; children whose school progress is slow and difficult test low.
3. Boys who test high can swing colleges studies, others not.
4. In the army, officers tested from high to fairly high, while enlisted men scattered all the way from high to low, with the great mass in the medium

test higher, as a rule, than the lower-grade men.

6. Test any two men, one of whom in his achievements, conversation and behavior generally, evinces much higher intelligence than the other, and you will find the test results to correspond fairly say, of fourteen years. This is the sort of evidence that must be met by those who desire to thrust aside the intelligence tests.

Another Viewpoint.

The tests do measure intelligence, and when they indicate a 14-year level of intelligence for adults, that result can be set aside only by much more serious counter-evidence than has yet made its appearance. But, in our adult feeling of superiority to the mere lad of 14, we misread this result. Let us turn the equation about, and say that the 14-year-old equals the adult in intelligence. Is the result so shocking then? Instead of despising the average adult for his "childish" intelligence, we have to respect the 14-year-old for having reached man's estate in this particular.

It is no more derogatory to the adult to say that he remains at the level of mental ability that he reached at 14 than to say that he remains at the level of stature that he reached at 16 or 18. Since the brain, maturing early, reaches practically its full size at the age of 7, the adult remains in this respect at the 7-year level. In eyesight and hearing he remains at the 4-year or 2-year level. None of these peculiarities of growth can properly be called humiliating to the adult.

Mental ability certainly advances in childhood, and certainly declines in old age. There must be some period in the life of every individual when he ceases to grow mentally, and some period when he starts to decline. Just when these periods occur can only be discovered by the aid of tests. The army tests afford the only measure of adult intelligence that has ever been made anywhere, and they gave the result that the average man of the draft was on a par with the average boy of 13 and a fraction. This result, however, is subject to a slight correction on account of the exemptions from the draft. The exempted were, on the one hand, the small fraction of the population, consisting of individuals known to be mentally deficient, and, on the other hand, the much larger number of men who were essential in industry, or who had wives or dependents, or who had previously

volunteered for the army or navy, or who had qualified as officers.

Men exempted on such grounds were probably rather of high than of low intelligence and would have raised the average intelligence of the draft if they had been included and tested, though the change could not have been very great. What the tests proved, exactly, was that the average young adult somewhat surpassed the average 13-year-old. Studies of mental growth in the early teens indicate that the maximum is reached not far from 14. The result of the army tests, thus corrected, means then that mental majority is reached about the age of 14.

"But," it may be objected, "how absurd to suppose that the boy of 14 knows as much as he ever will or can know!" Yes, but that is just what the intelligence tests do not mean to measure. They are not designed to measure special knowledge or skill acquired in education or the trades, nor the knowledge of the world that can only come from long experience. They aim to measure the individual's capacity to learn by experience, to adapt himself to new situations, to see the point of new problems and to reason them out. Mental alertness and suppleness, keenness, accuracy, quickness and control are what they seek to test. Intelligence in this sense might remain constant from the age of 14 on and still the individual might continually advance in knowledge and skill. Intelligence might even slowly decline and still the individual be advancing in mastery of his own chosen lines of endeavor.

### Decline of Intelligence.

Intelligence certainly does begin to decline at some period prior to extreme old age, but we have as yet no test results to indicate when the decline sets in. Undoubtedly individuals differ here more than in the age of reaching mental maturity. There are some indications of loss of the finer edge of mentality even as early as 20 or 25. Such fine adjustments as are required in learning to speak a foreign language with perfect accent and idiom, or in learning to play the violin with a perfect touch, are seldom accomplished after this age. My boys of 14 and 18 have picked up a much better knowledge of such modern developments as the automobile, the airplane and radio than I have at the age of 50. Somewhere about this latter age a man begins to be excused for a certain lack of keenness on



the ground that he is not so young as he once was. Probably there is not much change in the intellectual level from 14 to 45.

Nothing in the results of the army tests can be taken to mean that the average American is any less intelligent than the average European. No other country has yet tested a sample of its adult population. Children, age for age, test about the same in America, England, France and Germany. It is true that our population includes the negro, who tested much lower than the whites, on the average, and it is true, also, that the recent immigrants in the draft tested lower than the native born or than the immigrants who came here earlier. It appears that we have recently been receiving a rather unfavorable selection of Europeans in point of intelligence. This latter fact has been well brought out by Carl G. Brigham in a work just off the press, entitled "A Study in American Intelligence"; and it is a fact that calls for serious attention in connection with our attempts to regulate immigration. But the lowering of our intelligence level which may eventually result from this cause has not progressed far enough as yet to alter our approximate equality with the chief European nations.

We have thus far been speaking of averages, and have taken no account of scatter. The men of the draft were not all equal in intelligence; far from it. They scattered all the way from very low to very high. No sound political philosophy can be built upon the fiction that all men, as adults at least, are equal in intelligence; and it is absurd to suppose that this country is officially committed to any such doctrine or that the founders made a declaration to that effect. They never had such a question before them for decision.

A number of political philosophers, however, whose humanitarian motives I heartily respect, wish to believe that adult differences in intelligence depend upon training and early environment. They wish to believe that all men, as babies, started life on an equal footing. Nothing can be said in favor of this belief except that it has good motives behind it; it has no evidence behind it.

When does the scatter in intelligence first make its appearance? Not in adult life, for boys of 14 scatter in the same way as adults. Not in later childhood, for children of 3, on being tested, scatter in the same way. Moreover, when children are tested at intervals, the bright child of 3 reappears as a bright child of 6, and the bright child of 6 reappears as a bright child of 12; and the same with the dull child. There are some partial exceptions, but this is decidedly the rule. In short, all the evidence indicates that capacity for mental growth is predetermined in the same way that capacity for physical growth is predetermined, and that a certain degree of intelligence is as much an inherent characteristic of the individual as is his color of hair or eyes. I do not believe, myself, that this fact is inimical to democracy; but, if it is, some other humanitarian scheme of things must be found which will square with

the facts.

#### Gradation of Intelligence.

But your "intellectual aristocrat" is just as much at fault as your democratic philosopher. He likes to think in terms of classes, where the psychologist, driven to it by the logic of facts, is beginning to think in terms of measurement and gradation. It simply is not true that our tests show the population to be divided into superior and inferior classes, on the basis of intelligence. What they do show is a continuous gradation from one extreme to the other of intelligence, with few individuals at either end of the scale, but more and more with every least step toward the centre or average. No real gap exists, but only an artificial line, between the mentally deficient and the normal. The so-called mentally deficient are not equal among themselves, but grade up from the lowest idiots to borderline cases; and the normal are unequal among themselves, grading up from the borderline to average and above. Some line between normal and subnormal must often be drawn, for governmental purposes, and such and such a child adjudged to be mentally deficient and in need of supervision. But the borderline cases are very puzzling to the Judge, just because there is no real line of separation.

In the same way, there is no gap, nor any true line, between the general run of the population and the intellectually superior. Any one who wishes to establish an "aristocracy of brains" on the basis of intelligence tests will be forced to draw some purely arbitrary line and will find many puzzling cases right at the border. And, if he did select a superior class by use of an arbitrary standard, he would have to revise his list in the next generation, since some of the children of his superior individuals would not reach standard, while some children of the "hoi polloi" would be able to qualify. This is not to deny the general correspondence of children with their parents, in point of intelligence as in other points, but simply to stress the fact that the correspondence is not perfect and invariable.

If parentage is only a rough and ready index of the intelligence of the child, still more inaccurate is occupation or social and economic position as an index of the intelligence of the adult. It is true, the army tests showed that lawyers, doctors and engineers averaged higher in intelligence than clerks and mechanics, and these higher than laborers. The averages correspond rather closely with the social prestige of the various occupations. But the scatter of individuals within each occupation was enormous, so that the best quarter of the laborers was as good as the second best quarter of mechanics, or as the third best quarter of clerks, or as the lowest quarter of doctors. Therefore, a true aristocracy of brains could not be sorted out by attention to occupations, or to parentage, but only by mental measurement of the individual; and measurement would give no true classes, but only a gradation.

Attitude Too Intellectualistic.

The trouble with the intellectual aristocrat and with the democratic intellectual is that both are alike too intellectualistic. It must have been an intellectualist who complained of the result that some children are born of low intelligence, on the ground that it was equivalent to the doctrine of "infant damnation." Intelligence is not the only thing to consider. There are the special aptitudes for music, art, mechanics and many others. There are the physical excellences, health and strength. There are temperamental excellences, as cheerfulness and steadiness. A man may have rather low intelligence, and be a man for all that.

Finally, I wish to take one more whack at the democrat, because he is he one who is best worth converting to a genuinely psychological view of the situation. If democracy means that all men, or all children, are equal mentally, that doctrine has had a fair trial in the schools, and has broken down. The "lock step," treating all children alike on the assumption that all are capable of the same education, simply does not fit the children for life. It holds back the brighter ones and leaves the duller one dragging hopelessly in the rear. Much better results are being obtained by recognizing the differences that exist and by adapting education to the individual.

Here is a young Italian boy in New York, a perfect "terror" in the regular grades, learning nothing of value and headed, by all indications, for a criminal career. Tested, and found to be of low intelligence, he is transferred to a "Binet class," where, under the tutelage of teachers skilled in teaching this sort of boy, he learns something of how to live and support himself and actually does go out, a few years later, to be the support of his mother, to take pride in his home and to be a thoroughly respectable member of society. Or, again, here is a girl who has succeeded in graduating from the eighth grade of one of the city schools and who enters the Washington Irving High School with the ambition (fostered by her mother) of going through the classical course. Meeting with poor success, she is tested and found to possess very moderate intelligence. After consultation of the school advisers with her mother she is persuaded to change her plan and take one of the trade courses, which she finds much more to her liking, and which is equipping her for a place in the world's work which she can really fill.

The psychologist, as I know him, is at heart a democrat rather than an aristocrat. Only he is not a sentimental democrat. His political philosophy can be summed up under two heads. First—Fit the man for the job and the job to the man; or, a place for every man and every man in his place. Second—Such a system of rewards and inducements as will effectively stimulate men to fill the places that are properly theirs, and full respect for every man who fills his place. If every boy is not a possible President, neither is every boy a possible truck driver. I take off

my hat to the boy who will fill with position in society, and fill it well.

#### WHAT THE DRAFT SHOWED.

*Montgomery Advertiser*  
The figures deduced and assembled from the mental test applied by experts to the men caught up by the draft, for the American army for the great war, have given alarm and concern not only to the psychologists but to thinking men who interest themselves in the welfare of their country. That mental test, showing so many drafted men deficient, is one thing that the United States is not proud of.

Those figures have been computed and studied by Dr. H. F. Laughlin, assistant to the psychopathic laboratory of the Chicago Municipal Court, and assistant director of the Carnegie Research Bureau of Cold Springs Harbor, N. Y. The tests at the time the drafted men went into the army were not merely based on what is termed loosely literacy and illiteracy, but rather upon the power of the drafted man's mind to assimilate and use knowledge, if he were exposed to it. 3-18-23

Dr. Laughlin in his study compares the army draft rating to the whole white population of the United States, both native and foreign-born. The figures show that out of a foreign-born population of 13,920,692 in 1920, about 8,500,000 rated below the average of fundamental intelligence. Out of a native-born population of 81,108,000, about 39,800,000 were below the average.

In other words, the number below average was 49 per cent. among the native white population and 62 per cent. among the foreign-born. In the two lowest grades the disparity was even greater.

In the class termed "inferior" the table places 17 per cent. of the native whites, as compared with 31 per cent. of the foreign-born. In the group marked "very inferior," the figures put 7 per cent. of the native whites, as against about 15 per cent. of the foreign-born. Into these two groups combined, "inferior" and "very inferior," fell 24 per cent. of the native whites, and 45.6 per cent. of the foreign-born whites—almost double.

Where the foreign-born population thus ran stronger in low graders than the native whites, it also ran far weaker in high grade types. The tables place in the "very superior" group, which is the highest rating, about 4 per cent. of the native white population, and a trifle over 1 per cent. of the foreign-born. In the second class, marked "superior," the figures show 8 per cent. of the natives and less than 3 per cent. of the foreign-born. Into the third group, rated as "high average," fall 15 per cent. of the native whites, as against 7.3 per cent. of the foreign-born whites.

Combining these three groups, the tables show that 27.2 per cent. of the native whites grade above the average, as compared with 11.3 per cent. of the foreign-born whites.

#### SALT LAKE C UTAH TRIBUNE MARCH 16 1923 INTELLIGENCE TEST.

According to investigators at the Iowa state university, the psychological test, familiar in its earlier forms to the veterans of the late war, and since popular with some college faculties as a measure for the intelligence of students, will not work well when tried on foreign students. These investigators say that intelligence tests do not seem to function well with most foreign or negro students. While they are often superior students, they seldom make average ratings. This fact may be due to difficulties with the language or to lack of familiarity with habits of thought and living tacitly assumed in the materials used in the tests.

With this exception, intelligence test ratings gave, according to the professors, a good indication of the character as well as the intelligence of the students. Those with low ratings were generally of the mentally dull but physically aggressive type, while those with high scores on intelligence were somewhat apt to be lacking in physical vigor. Of those showing low intelligence, the investigators report that they are often industrious, aggressive and persistent to an extent where these qualities almost cease to be virtues. They are frequently of superior physique and pleasing personality, often becoming prominent in athletic or student affairs. These students are apt to be rather brazen in their demands on a teacher's time and attention. Any inability on their part to do good work is frequently attributed to the personal animosity of the teacher rather than to any limitations of their own. They learn slowly, but often thoroughly. They seem able to learn a subject only up to a certain point.



# Mental Ability—1923

## NEW INTELLIGENCE TESTS WORK WELL AT SMITH

College Girls Give Some Odd Answers, but Most of Them Rank Higher Than Officers in Army Examinations During the War—How the Plan Works Out.

THE intelligence test has been established as a part of the Smith College curriculum, according to President William Allan Nellson. The two great rivers which meet at Pittsburgh were set down as the Harrisburg and the Connecticut; the number of States in the Union varied from thirteen to a hundred; and the two great political parties of eighteenth-century England were the Wigs and the Twigs.

French drama, "Le Cid," one girl translated it to mean "The Kid" and said that Charles Chaplin wrote it. "Emile," a student Victorian was attributed to the discoverer of radium.

The examination was in the form of two books of exercises for testing native intelligence and one for acquired information. "We included in the examination a number of forms of test already used and found significant," said Professor Rogers, "such as picking out of a list the synonyms and opposites of a given word, finding words of a given relationship in a list, tests for arithmetic, logical reasoning, rote memory and so forth. There also were tests for inventive reasoning and judgment of social importance, but these were not so well established and it is harder to be certain of the significance of the results."

Some of the questions were as follows: "Underline the one word which makes this sentence unreasonable: 'One of the best things to crack nuts with is a handkerchief.' As night approached the fishes stopped their singing and sought their nests in the trees and bushes. What word in each group least belongs with the other four? (1) 'Hand, knee, elbow, foot, shoe'; (2) 'zebra, reindeer, hyena, monkey, lion.' Which two of these questions are most important for mankind? 'Can Government control of railroads and mines be made efficient and economical?' 'Will Eskimo pies ever be as popular again as they once were?' 'How much will popular education be able to improve human morals?' 'How large an allowance should a Congressman be given for traveling and secretarial expenses?'"

The information group included questions on language and literature, art and music, history, social science, geography, natural science, philosophy, education and comparative religion, and it was the answers to these that were most amusing. The freezing point, as the students gave it, ranged all the way from 32 below zero to 212 above. When asked for the name of the author of the

balance, with the usual disastrous consequence, the Faculty and administrative officers in co-operating with her. We consider the results satisfactory, although we hope to make many improvements from year to year. The intelligence tests furnish a better indication of ability than the entrance examinations.

"The intelligence records in the office of the class deans are well thumbed. Students came to find out their aptitude before deciding on a major subject or work after college. Members of the Faculty whose students perplex them investigate the causes, so that they may understand and help. The records are often consulted in recommending seniors for appointments. Lest any one be done an injustice, if she took the test when not at her best, a note of her condition is made and kept with the record. We hold conferences at our office for students who cannot get results from their study, and we often have success in improving their methods."

MINNEAPOLIS MINN. JOURNAL  
MAY 26, 1923  
VALUE OF EDUCATION SHOWN

Toronto Mail and Empire.

After the United States entered the war national pride received a stinging blow, not as the result of a military reverse which seemed to show that the average intelligence of the American soldier was shamefully low. Ever since then there has been going on a battle between the psychologists, who frame the tests, and the educationists as to what effect education has upon intelligence. The psychologists are inclined to deny that it has any influence at all, while the educationists assert that it may mean all the difference, in effect, between ability and stupidity.

Recently one of the psychologists said that 70 per cent of Americans have little or no brains, and that no system of education would give them any. They are predestined fools, and if they marry people like themselves, their children are predestined fools. Truly it is a gloomy picture.

In the May Century, Walter Lippmann speaks for the educationists, and arguing from the very tables that were framed by the psychologists, shows that intelligence depends upon environment, schooling, occupation, health and opportunity. It is not all a matter of inborn capacity by any means.

Mr. Lippmann insists that there is no way of separating inborn ability from the rest of environment, but there are many ways in which the effect of environment, especially educational environment, may be no more than twice the number of years spent at school than the native whites, showed twice as much intelligence, in the tests, and the northern Negroes with about twice the number of years spent at school, showed three times the intelligence of the southern Negroes. Here, environment, as well as education, has had its obvious results.

Of the six members of the Faculty who took the test one made a score higher than any student, and the others were near the top. Their superiority was marked in information and accuracy, less in speed and in memory they were no better, averaging in the middle of the senior class.

"The purpose of these tests," said Mr. Rogers, "was two-fold: We wished to discover some reliable method of predicting what a student would be able to do in college and to aid members of

## Farmers Leading In Georgians Sent To Insane Asylum

Is farm life conducive to insanity? Startling figures contained in the seventy-ninth annual report of the board of trustees of the Georgia state sanitarium for insane at Milledgeville show that nearly 50 per cent of the patients admitted during 1922 came from farms. The report has just been submitted to the Georgia general assembly.

Out of the 857 patients admitted to the institution during 1922, according to the report, the classified occupation of 415 was listed under the heading "agricultural pursuits;" 134 were farmers, 154 farm laborers, 77 farmers' wives, 21 farmers' daughters, 15 farmers' sons, 5 farmers' widows, and 9 farm laborers' daughters. One hundred and sixty-eight of the demented agriculturalists were negroes.

Leads All Occupations.

No other occupation was represented by such a startling quota. The ranks of laborers contributed 58, laundresses 27, housekeepers 26, and cooks 20. Included in the general total were three ministers, four ministers' wives, two school teachers, one soda water dispenser, one bank clerk, one mule trader and one ice dealer. More than 100 other occupations were represented by one or more inmates.

The present population of the sanitarium, the report sets forth, is 3,972. These were cared for during the past year at an average cost of \$238.04 per patient, as compared with an average of \$240.72 the previous year. The report also shows more than a 10 per cent decrease in the number of patients admitted, 857 being admitted in 1922 as compared to 989 in 1921.

There were 283 deaths during the year. This was 138 less than in 1921, and the smallest number of deaths since 1904.

147 Counties Represented.

The 857 patients during 1922 were sent to the Milledgeville institution from 147 Georgia counties. Chatham county led with 78, 48 of these being negroes. Fulton county was second with 62, only 16 of whom were negroes. Berrien county's quota was 29, 13 of them negroes, and DeKalb county's quota 20, with only four negroes. Twenty-four counties sent one each.

The total number of new inmates admitted during the year by sex showed 428 men, 160 of whom were negroes, and 429 women, 157 of them negroes.

According to the report, the health record of the patients for the year was excellent; typhoid, tuberculosis and pellagra cases were relatively small and showed a substantial reduction from the previous year.

The annual report was signed by John T. Brantley, president of the board of trustees.

BALTIMORE MD. FIVE 501  
AUGUST 20, 1923

## MENTAL ABILITY OF NEGRO SHOWN TO BE INFERIOR

Repeated Tests Indicate  
Capacity Is 75 Per Cent.  
Of White.

WHITE SCHOOL PUPILS  
LEARN MORE READILY

Army Examinations Reveal  
Superiority Of Blacks  
In North.

By Henry M. Hyde.

THE mental ability of the negro race is only about 75 per cent. of that of the white race. That is the conclusion reached as the result of many and repeated tests as reported in the last Monograph of Comparative Psychology, which is edited by W. S. Hunter of the University of Kansas.



Earlier tests by other investigators were followed by and compared with a new series of tests made by Joseph Petersen, of the Jessup Psychological laboratory of the George Peabody College for Teachers.

Some 290 white and 314 colored school children, divided into groups by their grades in public school, were given a considerable number of problems to solve. These problems were such as are used by scientists to test various mental qualities.

"FROM every standpoint," writes Dr. Peterson, "so far as the criteria in this test are concerned, the white children are markedly superior to the negroes when the groups are compared age for age."

"Not only is this true, but on all criteria the white 8-year-old children surpass the negro 10-year-old group, in spite of the fact that 60 per cent. of the whites come from poor sections of the city, while 97 per cent. of the 10-year-old negroes come from one of the best negro schools of the city."



"SOME of the negro children showed the sort of organization, in their work of solving the problems, peculiar to the whites of the best ability. On the other hand, certain of the whites showed marked defects of the kind characteristic of the poorest negroes."

"Our results with young negro subjects, in agreement with those of investigators studying older subjects, indicate an increase of ability to achieve success in simple abstract learning with an increase in degree of white blood."

"Intelligence tests, so far as they go, indicate that the mulatto, or mixed blood negro in America, generally, is a little more efficient than the pure negro. This statement, however, does not contradict the fact that there are to be found a small per cent. of pure negroes that rank with the best whites."

COMPARATIVE study of intelligence tests shows that about 83 per cent. of the whites stand higher—more efficient—than the negro of medium ability, while only 16 per cent. of the negroes equal the white of medium ability.

Dr. Petersen refers to the mental tests given to drafted soldiers, both whites and negroes, at training camps during the war. At Camp Grant, Ill., for instance, the tests were given to whites and to large groups of drafted negroes from the North and from the South. All of the members of these groups were able to read and write.

THE average scores of the three groups were 58 for the whites, 41 for the Northern negroes and 14 for the Southern negroes. "How much of these large differences is due to blood and how much to environment is an important question," says Dr. Petersen.

The prevailing belief or theory that in the early years negro children are brighter or quicker than white children of the same age is not borne out by the results of the tests given or reported by Dr. Petersen.

In his work in the schools of Nashville, Tenn., he found that "in every grade the negro children are older than the white . . . the white children are, on the average, very much younger in the lower grades than are the negroes."

IN the fourth grade he found that negro children of an average age of 12.8 years are doing the work of white children of an average age of 11.2 years.

"The efficiency of the negro children in each of the grades—from the third to the eighth—is below that of the whites."

"Over 75 per cent. of the white children stand higher than the average of the negroes in the grade comparisons, despite the fact that the negroes are considerably older than the white children. . . . The white children are much more rapid in their work than the negroes, as they are also more accurate in the exercises attempted."

THE general agreement of our results with those of other investigators argues strongly for a considerable difference in mental ability between and negro children of equal age or the inferiority of negroes as compared with whites."

## ANOTHER "REVELATION" OF THE INTELLIGENCE TESTS

There seems no further occasion to take seriously the uncomplimentary findings of the intelligence tests with reference to Negro mentality, if, as Dr. R. B. Von Klein-Smid, President of the University of Southern California, says, "ninety-six per cent of the entire population of the United States are below the standard." Fancy a nation of morons! Ninety-six million of the population of the "world's leading Republic" below the norm of their own intelligence! There is, at least, some consolation in this verdict for the much maligned mentality of Negroes, and no little justification of their repeated protests. For if he is wrong, the presumption of error applies equally to them. If he is right, there is less sting in the verdict, when one remembers that only four per cent of the entire population is normal. Judging from the prevalence of certain mythical ideas concerning Negroes among this population, which comes under Dr. Smid's sweeping classification, it would not be surprising that many Negroes should, in a spirit of retaliation, accept it.

But this is just another of the classic examples of a good science of wrong. As Vernon Kellogg in the *New Republic* says: "Intelligence tests and vocational guidance are good names for things with some real basis of merit, but which are in danger of getting into the comic papers because of their too many, too uninformed, and too talkative would-be friends."

Nothing better illustrates the difference between the mental "complex" of the English-speaking peoples and that of the Latin races than their respective attitudes to the "colour" question, as all travellers throughout the British Empire in North and South America and in the French Colonies are aware. Exactly why there is so little "colour" prejudice in France, for instance, is a subject which could not be dealt with adequately in these notes; the fact remains that nothing surprises visitors to the French capital from the United States and the British Dominions more than the French attitude towards the whole subject.

During the present tourist season there have been a number of "episodes"; American visitors have on several occasions protested against Black French citizens—it must be recollected that certain of the French colonies elect their own coloured deputies and send them to Parliament in Paris—frequenting public restaurants and places of amusement accompanied by white women. Last week a scene was caused by the expulsion from a night dancing establishment in Montmartre of two princes from Dahomey—one of France's West African dependencies. So bad has the situation become that the French Ministry of Foreign Affairs has issued a statement requesting foreign tourists to respect "our customs and our laws" should they find "men of colour from the French colonies sitting near them." It is doubtless the French

attitude towards "colour" which makes it difficult for many Frenchmen to understand why so much fuss has been made concerning the utilization of black troops in Germany.

## NORTHERN BLACKS EQUAL DIXIE WHITES IN '18 ARMY TESTS

### Army Alpha and Beta Tests:

Show New York Colored Americans More Intelligent Than Georgia Whites

—"White Superiority" Claim Punctured.

12-8-23  
(Herbert B. Alexander in November Pearsons.)

Ask a typical white resident of Alabama if he considers himself mentally superior to the average Negro. He will turn at you utterly confounded. What an absurd question! Why, of course he is superior to the average American Negro in intellect, regardless of whether the latter be found in Tampa, Florida, or Utica, New York!

But is he? No doubt he is right in the assertion of his mental superiority over the Tampa Negro, but is he justified in the case of the New York colored man? Probably not, for the reason that New York Negroes passed the army alpha and beta intelligence tests in 1918 with higher grades than the average white of Alabama.

### New York Ahead Of Georgia

In fact, the United States army alpha and beta tests of 1918 show Negroes of New York state receiving on an average better grades than the whites of any state south of the Mason-Dixon line, with the exception of Texas, Oklahoma and Florida. When it is realized that the New York average is the result of testing over 1500 colored troops, which is greater than the number of white entrants in the tests from any single Southern state, except Texas, the comparison appears even more striking.

A total of 6,671 Negroes from the North proper and the West took either alpha or beta examinations in the army tests. Of this mass, 53.6 per cent secured grade of C or better as against the 11,934 whites of the South, who took the same test, and of whom but 52.5 per cent received C or above.

Thus, if the army tests are in any sense a measure of intelligence, whether inherited or acquired, they

would seem to indicate that in mentality the Northern Negro and the Southern white are approximately equal.

### South's Blacks Far Behind

It is evident that the Southern white is unquestionably the intellectual superior of the Southern black, and he is therefore justified in feeling himself mentally above the Negroes about him. But when he projects the same attitude toward the Negro of the North he is simply deceiving himself.

A Southerner can still boast of being above a "nigger," as long as he is certain that the latter is not a New York or Ohio Negro.

There has been a theory consciously advocated of late, but unconsciously believed in for centuries, that the blonde races are the cream of humanity.

The army tests, however, puncture this theory beyond repair. A state like North Carolina with 99 per cent of its white population native born ranks lower in average intelligence than the average Negro in the North. No one can get around that fact